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ABSTRACT

Certain factors have been identified as crucial for the success of principals of large high schools (Woolley 1977; Prine 1983). Findings from a study to determine if these previously identified factors have withstood the impact of the education reform movement of the 1980s are presented in this paper. Specifically, the study sought to determine the impact of education reform mandates on 50 of the factors and their relationships to the success of principals of large high schools. Opinions regarding the importance of the success factors held by Texas superintendents and principals in 1983, prior to education reform mandates, were compared with those held by a comparable group in 1989, following mandate legislation. A survey of 244 principals of large high schools, 108 district superintendents, and 320 teachers yielded response rates of 77, 78, and 71 percent, respectively. Findings indicate that the level of importance assigned to the 50 success factors by superintendents and principals has remained stable and consensual over time. Personal characteristics, human relations, and school management were ranked as the most important factors over time by all three groups. Findings also suggest that the reform movement has stimulated additional factors, such as instructional leadership, teacher appraisal, conferencing skills, and discipline management. As more reform mandates occur, an administrator support system is recommended. Five tables are included. The appendix contains a summary of responses and mean scores. (105 references) (LMI)

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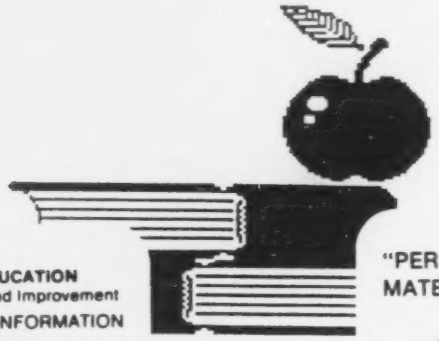

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Commerce, Texas 75429

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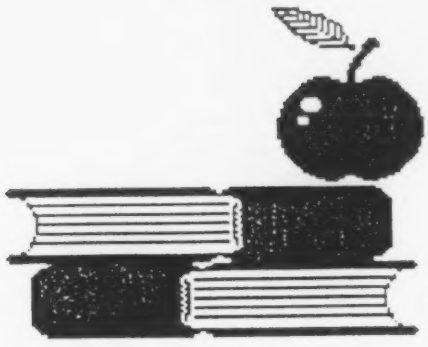

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Research Monograph
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Foreword

Your council director and administrators of the East Texas School Study Council have long shared a research interest concerning success factors for principals. The first ETSSC monograph on this topic was produced by Shaver in 1970 and dealt with characteristics important to success gleaned from the literature and evaluated as to importance by council principals. Green (1972) followed up using Shaver's instrument to see if principals and teachers saw the principal's role alike. Abungu (1975) wondered what a panel of expert Texas principals in small high schools would consider necessary factors for success. His Delphi study was followed by a similar study by Stanfield in 1977 querying elementary principals. Wooley (1977) considered that success factors for large secondary principals might differ from those elicited by Abungu and Stanfield. Prine (1983) wondered if the top-rated factors found by Wooley had been stable over time and if superintendents in large districts would see them alike. The success factors had indeed been stable over time and principals and superintendents saw the factors alike in terms of importance. Cook and Turner in the present study opined that the reform movement might have impacted the role of principals markedly. What once was important to success might no longer be and new behaviors might be required. Also, teachers had not been asked to examine the success factors elicited by Wooley and validated by Prine. Therefore, this study sought to see if the factors considered by expert practitioners to be important to principal success in large high schools in 1977 by Wooley and validated by Prine in 1983 had stood the test of time and the stress of reform and examined whether the views of principals and superintendents had changed since the pre-reform study of Prine. Teachers views of what constitutes success for principals were now to examined as well. While this latest trilogy of studies focuses on large school principals, a careful examination of the data would indicate that these factors would be related to success in any size school or level of school.

CHAPTER 1

Introduction

The massive education reform movement which swept the United States during the 1980's directly affected the factors which determine the success of the high school principal (Blome and James, 1985:48-54). State governing bodies were focused on improving schools through implementing bureaucratic procedures which could be quickly imposed. By placing the burden of bringing about state mandated education reform at the building level, the high school principal became a central figure in the attempt to improve school performance.

According to Lewis (1989:38), between 1983 and 1985 thirty states implemented education reform mandates which affected the role of the high school principal, and Texas was in the forefront of the movement. In 1984 the State Legislature passed The Education Reform Act, House Bill 72 (H. B. 72), which contained the most substantial reform package affecting public schools in Texas to be enacted in over thirty-five years (Hilton, 1985:33). A review of H. B. 72 revealed that over one-third of the sixty-six specific points of the law related directly to the day-to-day activities of the high school principal. Teacher appraisal,career ladder placement and student discipline are three areas of concern to the high school principal that are addressed in the law.

Additionally, in 1984 the Texas Education Agency (TEA) produced Chapter 75, rules implementing another state law, H. B. 246. These regulations related directly to the high school principal's function of curriculum management and administration of student graduation requirements. The combination of H. B. 72 and Chapter 75 resulted in an impact on almost every phase of the high school principalship.

As a result of the education reform mandates occurring since 1984, factors which once were related to the success of a Texas high school principal may have changed dramatically. Prior to the start of the reform movement, Woolley (1977:55-90) identified and Prine (1983:41-97) substantiated that fifty factors were viewed by Texas AAAAA school administrators as being important to the success of Texas AAAAA high school principals. These fifty success factors were grouped by both researchers into five categories: school management, human relations, working with groups, setting and meeting goals, and personal characteristics.

No study had been done to determine the impact of the reform mandates of the 1980's on the importance of the factors determined by Woolley (1977:55-90) and Prine (1983:41-97) to be related to the success of the principal of a large high school. Further, no study had been done to determine whether, as a result of education reform mandates, factors in addition to the fifty identified by Woolley and Prine are related to success as a high school principal.

Finally, Woolley (1977:55-90) and Prine (1983:41-97) used only the opinions of administrators to determine the importance of the fifty success factors for principals. Although superintendents, principals, and teachers hold widely varying expectations of the role of the principal (Hallinger and Murphy, 1987:57), and a major obstacle to the success of the principal is the lack of a clear definition of the role which is understood by all referent groups (Lipham, 1981:135-6), no study had focused on the views of teachers regarding the importance of the factors identified by Woolley and Prine to be related to the success of the high school principal.

Purpose of the Study

A review of the literature revealed stable factors that contributed to the success to the principal of a large high school as of 1983 (Woolley, 1977; Prine, 1983). The primary purpose of this study was to determine if the opinions held by superintendents and principals in 1983, prior to education reform mandates, differed from the opinions held by a comparable group of superintendents and principals in 1989, following education reform mandates, regarding the importance of these identified success factors. This study also sought to determine if differences existed among the opinions held by current (1989) superintendents, principals, and teachers regarding the importance of these factors. Furthermore, this study sought to determine whether current superintendents, principals, and teachers believed some categories of success factors to be more important than others. Finally, this study sought to determine whether selected variables are related to the opinions of superintendents, principals, and teachers regarding the importance of these factors. These variables included the number of years served in the present position as a superintendent, principal, or teacher; the total years experience as a superintendent, principal, or teacher; and the educational level attained by the superintendent, principal, or teacher.

Hypotheses

The following null hypotheses were posed:

1. There will be no significant difference between the mean scores of superintendents of school districts in Texas with at least one large high school (UIL class AAAAA) reported by Prine in 1983 and superintendents of school districts in Texas with at least one large high school in 1989 when measuring the importance of fifty success factors deemed necessary for the principal of a large high school in Texas.
2. There will be no significant difference between the mean scores of principals of large high schools in Texas reported by Prine in 1983 and principals of large high schools in Texas in 1989 when measuring the importance of fifty success factors deemed necessary for the principal.

3. There will be no significant difference among the total mean scores on sixty success factors of current superintendents of districts containing at least one large high school, principals of large high schools, and teachers in large high schools in Texas when measuring the importance of each success factor deemed necessary for the principal of a large high school in Texas.

4. There will be no significant difference among the mean category scores of superintendents of districts containing at least one large high school, principals of large high schools, and teachers in large high schools in Texas when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

5. There will be no significant difference within the mean category scores of superintendents of districts containing at least one large high school, principals of large high schools, and teachers in large high schools in Texas when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

6. There will be no significant difference between the mean category scores of superintendents of districts in Texas containing at least one large high school when grouped by years of service in the same position when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

7. There will be no significant difference among the mean category scores of principals of large high schools in Texas when grouped by years of service in the same position when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

8. There will no significant difference among the mean category scores of teachers in large high schools in Texas when grouped by years of service in the same position when measuring the importance of success factors deemed necessary for the Texas principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

9. There will be no significant difference among the mean category scores of superintendents of school districts in Texas containing at least one large high school when grouped by years of experience as a superintendent when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management,

human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

10. There will be no significant difference among the mean category scores of principals of large high schools in Texas when grouped by years of experience as a principal when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

11. There will be no significant difference among the mean category scores of teachers in large high schools in Texas when grouped by years of experience as a teacher when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

12. There will be no significant difference between the mean category scores of superintendents of school districts in Texas containing at least one large high school when grouped by educational levels when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

13. There will be no significant difference among the mean category scores of principals of large high schools in Texas when grouped by educational levels when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

14. There will be no significant difference among the mean category scores of teachers in large high schools in Texas when grouped by educational levels when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors.

All hypotheses were tested for significance at the .05 level of significance. Hypotheses 1, 2, 6 and 12 were tested by using the independent two tail t-test. Hypotheses 3 through 5, 7 through 11, and 13 and 14 were tested by using one-way analysis of variance. A post-hoc Tukey test was administered if significant differences were found.

Significance of the Study

Woolley (1977:55-90) and Prine (1983:41-97) determined fifty stable factors related to the success of Texas AAAAA high school principals. Since their studies, a significant reform movement has swept Texas which has affected

every school and principal (Blome and James, 1985:48-54; Hilton, 1985:256). In the face of this vast reform movement, did the factors identified by Woolley (1977) and Prine (1983) maintain a high degree of importance to the success of principals? Should this study indicate such stability, these factors will have been shown to be stable in their importance for well over a decade by three different studies. Stability of this magnitude would lend substantial support to the validity of the relation of these factors to the success of principals of large high schools.

Both studies by Woolley (1977) and Prine (1983) focused on the opinions of superintendents and principals regarding the importance of certain factors related to the success of principals. This study also included the opinions of teachers in large high schools regarding the importance of these identified principal success factors. Do teachers agree or disagree with superintendents and principals regarding the importance of these factors? The results determine whether there is agreement among teachers, superintendents, and principals. A significant consensus would underscore the importance of these factors related to the success of principals of large high schools.

Significant practical applications should flow from the results of this study. Success factors shown in this study to have high agreement regarding their importance among superintendents, principals, and teachers could serve as a basis for the development of evaluation and selection criteria for principals of large high schools. Finally, universities engaged in training future principals could incorporate relevant information provided by this study into preparation programs for high school principals.

Organization of the Remainder of the Study

Chapter 2 will present a review of the literature related to this study, and Chapter 3 will describe the procedures to be used for collection and treatment of the data. Chapter 4 will report, interpret and analyze the data. Chapter 5 will include conclusions and recomendations based upon the data.

CHAPTER 2

Review of Related Literature

The large high school of today is a very complex organization which requires the principal to possess a myriad of management and leadership skills in order to be successful. Woolley (1977:55-90) identified specific factors that contribute to the success of large high school principals in Texas, and Prine (1983:41-82) substantiated that the importance of fifty of these factors remained stable over a period of six years. These success factors were grouped into five categories: school management, human relations, working with groups, setting and meeting goals, and personal characteristics.

Since Prine's (1983:41-82) study, a significant education reform movement has swept across Texas and the United States which has had an impact on factors related to the success of high school principals (Blome and James, 1985:48-54). Accordingly, for this study a panel of experts reviewed the fifty factors listed by Prine (1983) and suggested ten additional factors that are necessary for the success of a high school principal in 1989. These ten factors are classified in this study as other factors. This chapter will focus on the impact of the education reform movement on high school principals. A review of the literature regarding the five areas studied by Prine and the ten factors identified by a panel of experts for this study as having been influenced by the reform movement is included in detailin the dissertation from which this monograph is drawn.

The Impact of Education Reform on Principals

The education reform movement was very active and powerful during the second half of the 1980's. Thompson (1984:1) noted that the reform movement placed education at the top of the national agenda after two decades of neglect. Between 1983 and 1984 the education reform movement received impetus through the publication of over thirty major educational studies dealing with the quality of schools and the performance levels of students (Bell, 1984:7; Porter, 1984:56). Probably the best known and most extensively quoted of these reports is *A Nation at Risk: The Imperative for Education Reform.*)

Published by the National Commission on Excellence in Education (NCEE) (Gardner, 1983), *A Nation at Risk* made several recommendations for the improvement of the nation's schools which may be categorized into four areas: (1) improving content by strengthening curriculum and graduation requirements, (2) raising standards and expectations by adopting more rigorous standards and increasing college entrance requirements, (3) increasing the allocation of time to learning by more effective use of the school day, extending the school day and lengthening the school year, and (4) improving teaching by improving teacher

preparation programs and increasing rewards and respect for the profession.

Texas has been in the forefront of the education reform movement. Hilton (1985:29) noted that the NCEE report, *A Nation at Risk*, "gave an added impetus to the education reform movement in Texas and led directly to the establishment of a task-force known as the Select Committee on Public Education." The recommendations of this task-force resulted in the State Legislature passing The Education Reform Act, House Bill 72 (H. B. 72), the most substantial reform package affecting public schools in Texas to be enacted in over thirty-five years.

Of the sixty-six provisions of H. B. 72, over one-third of them relate directly to the daily role of the high school principal. A summary of the provisions of H. B. 72 (Texas Legislature, 1984) which affected the role of the high school principal are listed as follows:

1. Teacher certification provisions were changed and a career ladder for teachers was established.
2. Requirements for teacher and administrator testing and certification were established.
3. A requirement for a minimum teaching duty of four hours per school day for each teacher was established.
4. Teacher supervisor training and certification were required.
5. The duties of principals and superintendents were listed.
6. Provisions for management skills and practices for district administrators were outlined.
7. A superintendents' management training pilot program was outlined.
8. Provisions were made for alternative certification of noncertified instructors.
9. Requirements for noncertified instructors were listed.
10. Limitations were established for employment of noncertified instructors.
11. Requirements for teacher planning and preparation time (conference periods) were listed.
12. Requirements for minimum passing grades and awarding of course credits to students were revised.
13. Written notice to parents of students with failing grades were required.
14. Exemptions from final examinations were prohibited.
15. Provisions for advanced placement exams for students were outlined.
16. Specific requirements for tutorial services were listed.
17. Limits on unexcused absences were mandated.
18. Compulsory attendance age was revised.
19. Limitations on extra-curricular activities were mandated.
20. Limits on interruption of classes for non-academic activities were mandated.
21. School calendar regulations were revised.
22. Publication of annual performance reports were required.
23. Satisfactory performance on all sections of the basic skills instrument

(TABS) as a condition for high school graduation were mandated.

24. Exemptions from the rule requiring satisfactory performance on the basic skill instrument (TABS) were made allowable.

25. Confidentiality of TABS performance reports were outlined.

26. Data from the TABS test were required to be used to design and implement appropriate compensatory or remedial services.

27. TABS test implementation dates were established.

28. A requirement was stated that every school district adopt and implement a CEA approved discipline management program.

29. The content of the district discipline management programs were outlined.

30. Local districts were required to develop discipline management training programs.

31. Monitoring of discipline management programs through the accreditation process was required.

32. Teacher training in student discipline management was mandated.

33. Districts were required to provide alternative education programs for incorrigible students which provide for keeping them in an educational environment with school district supervision.

34. Provisions related to the expulsion of an incorrigible were revised.

35. Requirements for drop-out reduction and alternative education programs were outlined.

Killian (1984:192) contended that H. B. 72 in Texas is an example of top-down mandates which were numerous during the 1980's. Cross (1984:167) agreed that the school reform movement of the 1980's focused primarily on mechanical solutions imposed from the top that can be implemented quickly, and which focus on bureaucratic procedures rather than on outcomes of education. The result of such reforms has been that principals are spending more time on paperwork and less time with students (Lewis, 1989:56).

In the era of reform, the principal's tasks have been determined by people who do not have as much knowledge of the school as does the principal (Lachance, 1984:45). The reform movement is based upon the assumption that principals do not have the capacity to improve themselves; therefore, improvement must come from outside sources such as universities, state departments of education, business leaders, and national commissions (Barth, 1986:293). Legislatures and Governors have also been active in calling for externally imposed change for the principalship.

Bill Clinton, Governor of Arkansas, argued that strong principals are needed to make the reforms work (1986:208). He contended that principals will lead the next wave of reforms, and states must work to help them lead. Clinton suggested that states should:

1. Revise selection and certification requirements of principals to reflect the skills and knowledge needed by effective principals,

2. Match the content of state-approved educational administration programs to the training needed by effective school principals,
3. Develop a system to evaluate principals effectively and accurately,
4. Provide inservice training to principals, and
5. Reward principals for performance and effectiveness.

Lewis (1989:124) stated that the reform movement resulted in states setting standards for principal leadership, including sanctions for poor performance. Barth (1986:293) substantiated that the reform movement has championed a "list logic" approach to principal improvement—that is, effective principals are studied, a list of their behaviors are recorded, then other principals are trained to practice the desired list of behaviors. The result of this process is intended to be that principals and schools are improved. Lewis (1989:148) suggested that there is a movement toward school-based management, with the principal being given more power to make decisions regarding the budget, curriculum and personnel. Further, Thompson (1986:4) noted a developing pattern of preparing principals through "leadership academies" or "principals' centers" which are sponsored by either state departments of education, universities, or by foundations. A trend toward the establishment of alternative certification programs for the principalship which allow people with no previous educational experience to become principals was noted by Wilson (1988:29-41). Secretary Bennett (Wilson, 1988:29-41) noted that New Jersey and Arizona have already adopted alternative certification guidelines, and he called for other states to follow their lead in order to "break the grip of convention and welcome talented leaders into our schools."

Finally, there is a widespread call for teachers to have more say and power in the running of schools. The Carnegie Report, *A Nation Prepared: Teachers for the 21st Century*, called for a radical new structure for public education, including the use of committees of lead teachers to run the schools, with no mention of principals (Carnegie Forum, 1986). Additionally, the Sante Fe, New Mexico, Public Schools has several schools which are run by teachers without the presence of a principal, and the Dallas, Texas, Independent School District has proposed the establishment of a pilot school which will be run by teachers with no principal (Texas School Partners Conference, 1990).

The voices of the reform movement seem to be sending mixed messages regarding the principalship: some are calling for stronger principals who are accountable for the results of the school (Clinton, 1986:208), and others see no need for principals in the future (McCormick, 1986:29). With such conflicting positions being espoused, the possibility of conflict over the proper role of the principal in the future seems to be high. Shannon and Thompson (1986:31-36) argued that principals must guard against placing themselves into adversarial roles with teachers. They contend that the Carnegie Forum, which wrote *A Nation Prepared*, operated on the assumption that if teachers are to gain, then principals must lose; if the teachers' role grows in prominence, then the role of

the principal must shrink. They challenge principals to avoid allowing such a relationship to develop within their schools; instead, they encourage principals to encourage a spirit of partnership between the principal and the teachers.

Paulu (1989:71) concluded that the principal's relationship with his faculty is one of the key factors to implementing reform. Further, in the face of conflicting signals being given by advocates of reform, the successful principal should remain patient and understand that reform takes time. He should remain open to discovery of new ideas and should create an atmosphere needed for reform to flourish within his school. Finally, the successful principal should keep in mind that his primary responsibility is to bring about student learning, and he should continue to seek the training necessary to effectively promote a productive learning environment for all students.

Summary

A review of the literature revealed that a substantial education reform movement took place in the United States and in Texas during the 1980's which had a significant impact on principals. The literature also supported the fact that success as a principal is dependent upon certain factors, including competence in school management, human relations, working with groups, setting and meeting goals, possession of certain personal characteristics, and competence in various other skills.

CHAPTER 3

Procedures for the Collection and Treatment of the Data

A review of the literature revealed stable factors that contributed to the success of principals of large high schools as of 1983. The primary purpose of this study was to determine if the opinions held by superintendents and principals in 1983, prior to education reform mandates, differed from the opinions held by superintendents and principals in 1989, following education reform, regarding the importance of these success factors. This study also sought to determine if differences existed among the opinions held by current (1989) superintendents, principals, and teachers regarding the importance of these factors. Furthermore, this study sought to determine whether current superintendents, principals, and teachers believed some categories of success factors to be more important than other categories. Finally, this study sought to determine whether selected variables were related to the opinions of superintendents, principals, and teachers regarding the importance of these success factors. These variables included the number of years served in the present position as a superintendent, principal, or teacher; the total years experience as a superintendent, principal, or teacher; and the educational level attained by the superintendent, principal or teacher. This chapter provides a description of the procedures which were used in the collection and treatment of the data in this study. The chapter is divided into six sections: (1) Research Design, (2) Description of the Instrument, (3) Selection of the Subjects, (4) Collection of the Data, (5) Treatment of the Data, and (6) Summary.

Research Design

This study employed the use of descriptive research techniques. According to Issac and Michael (1972:18), the purpose of descriptive research is "to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately." Further, the purpose of descriptive research, according to Sax (1968:36), is "to show conditions as they exist without being influenced by the investigator." The survey method is the descriptive research procedure chosen for this study because it "gathers data from a relatively large number of cases at a specific time (Best, 1986:80)." Further, according to Sax (1968:292), the survey method gathers information which "is obtained from a sample of respondents in order to test hypotheses concerning the status of some educational problem." A questionnaire based upon success factors identified by Prine's (1983) study was used as the survey instrument to determine the respondents' opinion regarding the importance of success factors deemed necessary for the success of the principal of a large high school.

Although several factors may influence a respondent's opinion of the importance of success factors, this study considered only three factors. These factors were the number of years served in the present position as a superintendent, principal, or teacher; the total years of experience as a superintendent, principal, or teacher; and the educational level attained by the superintendent, principal, or teacher.

Selection of the Subjects

All school districts in Texas that contained at least one large high school (UIL class AAAAA) were asked to participate in this study. The superintendents of these districts and the principals of the large high schools in these districts were asked to respond to the questionnaire. The school districts and high schools were identified from the University Interscholastic League (UIL) List of Participating Schools, 1988-89 (Appendix A). This source listed 244 large high schools in 108 school districts.

Additionally, a random sample of teachers from large high schools in Texas was asked to respond to the questionnaire. The teachers were selected as follows: two schools were randomly selected from each of the thirty-two UIL AAAAA districts, then five teachers were randomly selected from each selected school. This process produced 64 randomly selected high schools (Appendix B) and 320 randomly selected teachers.

The *Texas School Directory*, 1988-89, was used to obtain the names and addresses of the superintendents and principals who were subjects of this study. Teacher names were selected at random from the rosters of each of the selected 64 schools.

Description of the Instrument

The instrument used in this study consisted of the fifty success factors identified by Prine (1983), and ten additional reform- relatedfactors identified by a panel of principals for this study. In Prine's (1983) study, superintendents and principals were asked to rate each of the fifty factors according to their opinions of the importance of the success factor. The data were statistically treated to determine the degree of importance of each factor. The five categories used by Prine were : (1) School Management, (2) Human Relations, (3) Working with the Groups, (4) Setting and Meeting Goals, and (5) Personal Characteristics.

Since Prine's (1983) study, a significant education reform movement has taken place which has had an effect on factors related to the success of principals (Blome and James, 1985:48-54). Therefore, for this study a panel of experts were asked to validate the fifty factors identified by Prine (1983). As a result of the review by the panel of experts ten additional factors were included in this study and comprise a sixth category: (6) Other Factors. Principals who

serve on the Board of Directors of the Texas Association of Secondary School Principals were asked to serve as a panel of experts. Twenty-five principals responded, and factors mentioned by four or more principals were included in the questionnaire used in this study.

In this study, superintendents, principals, and teachers were asked to rate each of the sixty success factors according to their opinions of the degree of importance of the factor. Respondents were asked to assign one of the following values to their opinions of each success factor: extremely high importance (five), high importance (four), moderate importance (three), slight importance (two), and very little importance (one). Also, the following personal data were requested from each respondent: (1) age, (2) number of years in present position, (3) number of years experience as a superintendent, principal, or teacher, (4) educational level attained, and (5) school district size.

Collection of the Data

On March 24, 1989, each subject was mailed a packet which contained the following: (1) an explanatory letter; (2) a letter of endorsement from the Texas Association of Secondary School Principals; (3) a questionnaire containing a personal data sheet, instructions, and sixty items; and (4) a stamped return envelope. By April 7, 1989, 60 responses had been received from superintendents (55 percent); 141 responses had been received from principals (58 percent); and 152 responses had been received from teachers (48 percent). On April 10, 1989, a follow-up letter and another questionnaire were mailed to members of the sample who had not yet responded. By May 1, 1989, 84 usable responses had been received from superintendents (78 percent); 189 usable responses had been received from principals (77 percent); and 227 usable responses had been received from teachers (71 percent). May 1, 1989, was designated as the cut-off date for the survey.

Treatment of the Data

The data collected in this study were analyzed through the use of two statistical techniques. Hypotheses 1, 2, 6 and 12 were tested by using the independent two tailed t-test. Hypotheses 3, 4, and 5, 7 through 11, 13, and 14 were tested by using one-way analysis of variance. A post-hoc Tukey test was administered if significant differences were found. The data were compiled and analyzed by using appropriate statistical procedures. The results of the statistical tests were used to accept or reject the null hypotheses at the .05 level of significance.

Summary

The procedures used in the collection and treatment of data for this study were outlined in this chapter. Section one contained a description of the research design. Section two described the instrument that was used, and section three explained the method used to select the subjects. Section four discussed the procedures that were used to collect the data, and section five explained the statistical procedures that were used to treat the data. Chapter 4 will present an analysis of all data.

CHAPTER 4

Analysis and Presentation of the Data

The results of this study are presented in this chapter. The data reported are based upon an analysis of the responses from 84 superintendents, 189 principals, and 227 teachers to a sixty-item questionnaire. The questionnaire contained fifty success factors identified by Prine (1983) as necessary for the success of the principal of the large high school (UIL class AAAAA) principal. Also, included in the questionnaire were ten success factors identified by a panel of principals for this study.

Personal Data of Respondents

Figure 1 presents the means for age, years in present position, and total years of experience as a superintendent, high school principal, or teacher. The educational level of respondents is presented in Figure 2.

Statistical Analysis

Fourteen hypotheses were formulated for this study and a discussion of the findings related to these hypotheses is presented in the text and tables that follow. The hypotheses were analyzed by using appropriate statistical procedures. The results of the statistical tests were used to accept or reject the null hypotheses at the .05 level of significance.

The mean score for superintendents and principals for each of the sixty items indicated either high or extremely high importance. The scores for teachers for the sixty items, however, are consistently lower than the scores of superintendents and principals, although their mean scores indicated high or extremely high importance for most items.

Figure 3 presents the mean score and standard deviation for each of the six categories for superintendents, principals, and teachers. Although the mean for each category indicated that all groups ranked each category as either being of high or extremely high importance, the category of Personal Characteristics was ranked highest in importance by both principals and teachers, while superintendents ranked the category of Human Relations highest. Principals and teachers ranked School Management as second highest in importance, and the category of Human Relations as third highest. Superintendents ranked Personal Characteristics as being second highest in importance, while ranking School Management as third highest. All three groups agreed that Other Skills was fourth in importance, and all agreed that Setting and Meeting Goals and Working with Groups were either fifth or sixth in importance.

The scores assigned by superintendents and principals to the ten factors in each of the first five categories indicated that their opinions of the importance of these factors are very similar to the opinions held by comparable groups in 1983, prior to education reform mandates (see Table 1). Further, the scores of current superintendents and principals were almost identical, with principals rating items slightly higher than superintendents. Interestingly, the scores of principals were also slightly higher than those of superintendents in the study reported by Prine (1983: 48-96).

Figure 1

Means and Ranges for Age, Years in Present Position, and Total Years of Experience as a Superintendent, High School Principal or Teacher

	Superintendents (N = 84)		Principals (N = 189)		Teachers (N = 227)	
Variables	Mean/Range		Mean/Range		Mean/Range	
Age	50.9	36-64	49.2	36-71	40.9	21-71
Years in present position	5.4	1-28	6.5	1-30	9.5	1-34
Total years of experience as a superintendent	10.7	1-32	NA	NA	NA	NA
Total years of experience as a high school principal	NA	NA	11.5	1-33	NA	NA
Total years of experience as a teacher	NA	NA	NA	NA	14.4	1-50

Figure 2

Distribution of Respondents by Educational Level

	Superintendents		Principals		Teachers	
Degree	N	%	N	%	N	%
Bachelor's	0	0.0	0	0.0	106	46.7
Master's	4	4.7	24	12.7	39	17.2
Master's +	26	31.0	154	81.5	80	35.3
Doctorate	54	64.3	11	5.8	2	0.8
Total	84	100.0	189	100.0	227	100.0

Figure 3

Means Scores for Each Category as ranked by Superintendents, High School Principals, and Teachers

	Superintendents (N = 84)		Principals (N = 189)		Teachers (N = 227)	
Category	Mean	S.D.	Mean	S.D.	Mean	S.D.
School Management	4.514	0.338	4.576	0.299	4.479	0.385
Human Relations	4.667	0.428	4.549	0.354	4.416	0.467
Working with Groups	4.244	0.494	4.280	0.437	4.117	0.491
Setting and Meeting Goal	4.380	0.484	4.344	0.487	4.109	0.587
Personal Characteristics	4.562	0.471	4.631	0.390	4.500	0.448
Other Factors	4.452	0.408	4.487	0.406	4.276	0.502

The fourteen hypotheses formulated for this study now are presented. The text and tables which follow report the findings of this study.

Hypothesis 1

There were no significant differences between the mean scores of superintendents reported by Prine in 1983 and the mean scores of superintendents in 1989 when measuring the importance of fifty success factors deemed necessary for the principal of a large high school in Texas. Accordingly, Hypothesis 1 was not rejected. Table 1 presents the mean scores, standard deviations, and t-values for each of the fifty factors.

Table 1

t-Test for Determining Differences between 1983 Superintendents' and 1989 Superintendents' Mean Item Scores on the Importance of Fifty Factors Related to Principal Success

	1983 Supts. (N = 96)		1989 Supts. (N = 84)		
Success factors	Means	S.D.	Means	S.D.	t-Values
School management					
1. Sharing in decision making	4.250	.616	4.429	.566	1.43
2. Demonstrating good leadership qualities	4.865	.495	4.893	.311	0.32
3. Demonstrating good decision making	4.792	.479	4.833	.375	0.45
4. Being available to faculty and student	4.510	.680	4.369	.617	1.03
5. Being able to recognize problems before they get out of hand	4.625	.653	4.583	.520	0.34
6. Delegating authority and responsibility	4.323	.733	4.381	.599	0.41
7. Placing proper people in key assignments	4.604	.624	4.655	.478	0.43

8. Having a thorough knowledge of school operations	4.385	.671	4.286	.613	0.73
9. Motivating others for maximum achievement	4.479	.665	4.667	.523	1.49
10. Managing school funds	4.125	.824	4.048	.743	0.46

Table 1 (continued)

	1983 Supts. (N = 96)		1989 Supts. (N = 84)		
Success factors	Means	S.D.	Means	S.D.	t-Values
Human relations					
1. Willing to listen	4.531	.648	4.464	.630	0.50
2. Keeping students and faculty informed	4.427	.707	4.381	.619	0.33
3. Showing interest in faculty and students	4.458	.679	4.583	.542	0.96
4. Having real concern for other people	4.500	.696	4.560	.523	0.46
5. Having consistency in working and dealing with people	4.625	.567	4.500	.570	1.04
6. Knowing how to say "I was wrong" if applicable	4.365	.742	4.393	.640	0.19
7. Believing in the worth and dignity of each individual	4.594	.689	4.667	.523	0.56
8. Expressing trust and confidence in others	4.406	.674	4.476	.526	0.55
9. Having patience with others	4.198	.690	4.262	.604	0.47
10. Being visible	4.344	.723	4.381	.657	0.25

Table 1 (continued)

Success factors	1983 Supts. (N = 96) Means	S.D.	1989 Supts. (N = 84) Means	S.D.	t-Values
Working with groups					
1. Being a good listener in group activity	4.396	.718	4.310	.658	0.59
2. Being able to arbitrate effectively	4.250	.696	4.310	.694	0.41
3. Being prepared when working with groups	4.427	.707	4.393	.581	0.25
4. Being able to utilize talented leadership	4.333	.675	4.476	.526	1.12
5. Being able to provide groups with working guidelines	4.083	.777	4.131	.655	0.32
6. Defining clear group goals and objectives	4.375	.715	4.417	.605	0.30
7. Avoiding domination of group meetings	3.854	.794	4.000	.711	0.92
8. Helping groups feel they are important	4.146	.665	4.226	.683	0.56
9. Encouraging individual group members to set and reach individual goals and tasks	4.073	.757	4.202	.773	0.80
10. Seeking group agreement but not conformity	3.802	.705	3.976	.760	1.12

Table 1 (continued)

Success factors	1983 Supts. (N = 96) Means	S.D.	1989 Supts. (N = 84) Means	S.D.	t-Values
Setting and meeting goals					
1. Defining problem areas that need improving	4.260	.653	4.321	.604	0.46
2. Involving total staff in goal setting	4.146	.754	4.369	.617	1.53
3. Having clearly defined goals	4.531	.648	4.536	.569	0.04
4. Having a check system on goal progress	4.260	.684	4.274	.628	0.10
5. Setting realistic goals	4.479	.696	4.417	.585	0.46
6. Developing long and short range goals	4.271	.747	4.452	.629	1.24
7. Defining attainable goals	4.313	.715	4.357	.594	0.32
8. Having written goals	4.219	.797	4.405	.642	1.22
9. Securing individual commitment to goal achievement	4.094	.727	4.250	.692	1.04
10. Having prioritized goals	4.229	.747	4.417	.564	1.34

Table 1 (continued)

Success factors	1983 Supts. (N = 96) Means	S.D.	1989 Supts. (N = 84) Means	S.D.	t-Values
personal characteristics					
1. Being honest	4.813	.568	4.821	.495	1.34
2. Being responsible	4.771	.607	4.762	.506	0.08
3. Having a positive self-image	4.552	.725	4.667	.545	0.85
4. Having good moral conduct	4.594	.734	4.631	.576	0.27
5. Being willing to accept criticism	4.488	.679	4.393	.695	0.65
6. Having good health	4.146	.781	4.310	.728	1.03
7. Having self-confidence	4.510	.696	4.464	.630	0.33
8. Being a good listener	4.406	.719	4.488	.649	0.57
9. Being firm but fair	4.552	.679	4.512	.611	0.29
10. Setting a good example	4.563	.663	4.571	.544	0.06

df = 178
t-value of 1.960 required for significance at .05 level

Hypothesis 2

There were no significant differences between the mean scores of principals reported by Prine in 1983 and the mean scores of principals in 1989 when measuring the importance of fifty success factors deemed necessary for the principal of a large high school in Texas. Accordingly, Hypothesis 2 was not rejected. Table 2 presents the mean scores, standard deviations, and t-values for each of the fifty factors.

Table 2

t-Test for Determining Differences between 1983 Principals' and 1989 Principals' Mean Item Scores on the Importance of Fifty Factors Related to Principal Success

	1983 Principals (N = 96)		1989 Principals (N = 84)		
Success factors	Means	S.D.	Means	S.D.	t-Values
School management					
1. Sharing in decision making	4.415	.663	4.466	.588	0.56
2. Demonstrating good leadership qualities	4.785	.492	4.825	.408	0.61
3. Demonstrating good decision making	4.733	.528	4.799	.415	0.96
4. Being available to faculty and students	4.596	.580	4.630	.526	0.43
5. Being able to recognize problems before they get out of hand	4.651	.567	4.667	.484	0.21
6. Delegating authority and responsibility	4.477	.645	4.666	.570	0.13
7. Placing proper people in key assignments	4.672	.551	4.714	.465	0.57
8. Having a thorough knowledge of school operations	4.472	.595	4.365	.668	1.17
9. Motivating others for maximum achievement	4.482	.612	4.561	.529	0.96
10. Managing school funds	4.292	.719	4.270	.681	0.22

Table 2 (continued)

Success factors	1983 Principals (N = 96) Means	S.D.	1989 Principals (N = 84) Means	S.D.	t-Values
Human relations					
1. Being willing to listen	4.656	.527	4.577	.537	1.03
2. Keeping students and faculty informed	4.451	.585	4.429	.576	0.26
3. Showing interest in faculty and students	4.687	.517	4.741	.439	0.78
4. Having real concern for other people	4.621	.546	4.635	.504	0.18
5. Having consistency in working and dealing with people	4.662	.516	4.593	.534	0.91
6. Knowing how to say "I was wrong" if applicable	4.580	.572	4.460	.606	1.41
7. Believing in the worth and dignity of each individual	4.621	.592	4.693	.496	0.91
8. Expressing trust and confidence in others	4.518	.629	4.513	.542	0.06
9. Having patience with others	4.339	.641	4.286	.621	0.58
10. Being visible to students and faculty	4.492	.629	4.561	.568	0.80

Table 2 (continued)

Success factors	1983 Principals (N = 96) Means	S.D.	1989 Principals (N = 84) Means	S.D.	t-Values
Working with groups					
1. Being a good listener in group activity	4.539	.558	4.376	.629	1.90
2. Being able to arbitrate effectively	4.400	.629	4.444	.577	0.51
3. Being prepared when working with groups	4.451	.591	4.418	.583	0.39
4. Being able to utilize talented leadership	4.400	.645	4.471	.579	0.80
5. Being able to provide groups with working guidelines	4.190	.618	4.233	.643	0.47
6. Defining clear group goals and objectives	4.277	.722	4.388	.596	1.14
7. Avoiding domination of group meetings	4.097	.736	4.053	.682	0.43
8. Helping groups feel they are important	4.313	.634	4.323	.616	0.11
9. Encouraging indvidual group members to set and reach individual goals and tasks	4.210	.660	4.175	.616	0.38
10. Seeking group agreement but not conformity	3.980	.703	3.921	.714	0.58

Table 2 (continued)

Success factors	1983 Principals (N = 96) Means	S.D.	1989 Principals (N = 84) Means	S.D.	t-Values
Setting and meeting goals					
1. Defining problem areas that need improving	4.344	.673	4.386	.614	0.45
2. Involving total staff in goal setting	4.200	.750	4.376	.701	1.68
3. Having clearly defined goals	4.431	.657	4.603	.571	1.94
4. Having a check system on goal progress	4.062	.737	4.228	.681	1.62
5. Setting realistic goals	4.359	.646	4.413	.643	0.58
6. Developing long and short range goals	4.262	.710	4.370	.602	1.14
7. Defining attainable goals	4.236	.722	4.307	.628	0.73
8. Having written goals	4.144	.812	4.296	.658	1.42
9. Securing individual commitment to goal achievement	4.067	.787	4.196	.691	1.21
10. Having prioritized goals	4.123	.770	4.265	.710	1.33

Table 2 (continued)

Success factors	1983 Principals (N = 96) Means	S.D.	1989 Principals (N = 84) Means	S.D.	t-Values
Personal characteristics					
1. Being honest	4.887	.377	4.836	.385	0.93
2. Being responsible	4.872	.379	4.804	.424	1.17
3. Having a positive self-image	4.778	.495	4.735	.488	0.61
4. Having good moral conduct	4.744	.524	4.698	.555	0.59
5. Being willing to accept criticism	4.528	.577	4.466	.606	0.73
6. Having good health	4.436	.673	4.354	.665	0.85
7. Having self-confidence	4.697	.503	4.593	.544	1.38
8. Being a good listener	4.626	.555	4.577	.566	0.61
9. Being firm but fair	4.733	.518	4.598	.599	1.67
10. Setting a good example	4.733	.513	4.646	.532	1.15

Note: df = 382
t-value of 1.960 required for significance at .05 level

Hypothesis 3

Significant differences existed among responses of current superintendents, principals, and teachers when measuring the importance of each success factor deemed necessary for the principal of a large high school in Texas; therefore, Hypothesis 3 was rejected. Significant differences existed between the mean scores of teachers and superintendents, and between teachers and principals. Results of the analysis of variance are shown in Table 3.

Table 3

Analysis of Variance for Determining Differences among Superintendents', Principals', and Teachers' Total Scores on Sixty Success Factors

Group	Count	Mean	Standard deviation
Supts.	84	4.4365	.3785
Principals	189	4.4778	.3367
Teachers	227	4.3162	.4009
Total	500	4.3975	.3808

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	2.8480	1.4240	10.1796*
Within groups	497	69.5233	.1399	
Total	499	72.3712		

*Indicates significant difference at the .05 level. F ratio of 3.00 is required for significance at the .05 level.

Hypothesis 4

A significant difference among the mean category scores of superintendents , principals , and teachers was found among the means for each of the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors; therefore, Hypothesis 4 was rejected. The mean scores for teachers were the lowest on all six categories, and principals had the highest mean scores on four of the six categories. Results of the analysis of variance are shown in Table 4.

Table 4

Analysis of Variance for Determining Differences among Superintendents', Principals', and Teachers' Mean Scores on the Importance of Six Categories Related to Principal Success

School management

Group	Count	Mean	Standard deviation
Supts.	84	4.5143	.3377
Principals	189	4.5762	.2997
Teachers	227	4.4789	.3845
Total	500	4.5216	.3489

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	.9825	.4913	4.0853*
Within groups	497	59.7642	.1202	
Total	499	60.7467		

Table 4 (continued)

Human relations

Group	Count	Mean	Standard deviation
Supts.	84	4.4667	.4275
Principals	189	4.5487	.3542
Teachers	227	4.4163	.4667
Total	500	4.4748	.4242

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	1.8140	.9070	5.1230*
Within groups	497	87.9885	.1770	
Total	499	89.8025		

Working with groups

Group	Count	Mean	Standard deviation
Supts.	84	4.2440	.4939
Principals	189	4.2799	.4373
Teachers	227	4.1167	.4906
Total	500	4.1998	.4770

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	2.9430	1.4715	6.6131*
Within groups	497	110.5870	.2225	
Total	499	113.5300		

Table 4 (continued)

Setting and meeting goals

Group	Count	Mean	Standard deviation
Supts.	84	4.3798	.4839
Principals	189	4.3439	.4870
Teachers	227	4.1088	.5870
Total	500	4.2432	.5473

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	7.5834	3.7917	13.280*
Within groups	497	141.9035	.2855	
Total	499	149.4869		

Personal characteristics

Group	Count	Mean	Standard deviation
Supts.	84	4.5619	.4706
Principals	189	4.6307	.3898
Teachers	227	4.5000	.4484
Total	500	4.5598	.4344

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	1.7919	.8809	4.7394*
Within groups	497	92.3801	.1859	
Total	499	94.1420		

Table 4 (continued)

Other factors

Group	Count	Mean	Standard deviation
Supts.	84	4.4524	.4079
Principals	189	4.4873	.4057
Teachers	227	4.2762	.5024
Total	500	4.3856	.4628

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	5.0457	2.5229	12.3157*
Within groups	497	101.8106	.2049	
Total	499	106.8563		

*Indicates significant difference at the .05 level. F ratio of 3.00 is required for significance at the .05 level.

Hypothesis 5

Significant differences existed within the mean category scores of superintendents, principals, and teachers when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors; accordingly, Hypothesis 5 was rejected. This hypothesis was tested by using a one-way analysis of variance.

Hypotheses 6 and 7

No significant differences existed between the mean category scores of superintendents and principals grouped by years of service in their present position when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors; accordingly, Hypotheses 6 and 7 were not rejected. These hypotheses were tested using an independent t-test.

Hypothesis 8

Significant differences existed among the mean category scores of teachers in large high schools in Texas grouped by years of service in the same position when measuring the importance of success factors deemed necessary for the Texas principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors. Results of the analysis of variance determined that a significant difference existed between teachers with 0 to 5 years and teachers with 16 plus years in the present position in the category of working with groups; therefore, Hypothesis 8 was rejected.

Hypotheses 9 and 10

No significant differences existed among the mean category scores of superintendents and principals when grouped by years of experience as a superintendent or principal when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors; accordingly, Hypotheses 9 and 10 were not rejected. These hypotheses were tested by using a one-way analysis of variance.

Hypothesis 11

Significant differences existed among the mean category scores of teachers grouped by years of experience as a teacher when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors. The results of the analysis of variance revealed that significant differences occurred among the category scores of teachers according to their years of experience as a teacher in five of the six categories; accordingly, Hypothesis 11 is rejected. The results are displayed in Table 5. The mean scores for teachers on each factor are included in Appendix I.

Table 5

Analysis of Variance for Determining Differences among Teachers' Mean Scores on the Importance of Six Categories Related to Principal Success According to their Years of Experience as a Teacher

School management

Yrs. Exp. as Tchr.	Count	Mean	Standard deviation
0 to 5 yrs.	37	4.3378	.3714
6 to 15 yrs.	95	4.4800	.3766
16 plus yrs.	95	4.5326	.3874
Total	227	4.4789	.3845

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	1.0106	.5053	3.4927*
Within groups	224	32.4079	.1447	
Total	226	33.4185		

Human relations

Yrs. Exp. as Tchr.	Count	Mean	Standard deviation
0 to 5 yrs.	37	4.2243	.4699
6 to 15 yrs.	95	4.4695	.4482
16 plus yrs.	95	4.4379	.4695
Total	227	4.4163	.4667

Table 5 (continued)

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	1.6765	.8383	3.9487*
Within groups	224	47.5532	.2123	
Total	226	49.2297		

Working with groups

Yrs. Exp. as Tchr.	Count	Mean	Standard deviation
0 to 5 yrs.	37	3.9297	.4521
6 to 15 yrs.	95	4.1179	.5049
16 plus yrs.	95	4.1884	.4760
Total	227	4.1167	.4906

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	1.7822	.8911	3.7939*
Within groups	224	52.6141	.2349	
Total	226	54.3964		

Table 5 (continued)

Setting and meeting goals

Yrs. Exp. as Tchr.	Count	Mean	Standard deviation
0 to 5 yrs.	37	3.9351	.5755
6 to 15 yrs.	95	4.2137	.4915
16 plus yrs.	95	4.0716	.6601
Total	227	4.1088	.5870

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	2.2926	1.1463	3.3969*
Within groups	224	75.5898	.3375	
Total	226	77.8824		

Personal characteristics

Yrs. Exp. as Tchr.	Count	Mean	Standard deviation
0 to 5 yrs.	37	4.3405	.5172
6 to 15 yrs.	95	4.5474	.4424
16 plus yrs.	95	4.5147	.4156
Total	227	4.5000	.4484

Table 5 (continued)

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	1.1746	.5873	2.9720*
Within groups	224	44.2654	.1976	
Total	226	45.4400		

Other factors

Yrs. Exp. as Tchr.	Count	Mean	Standard deviation
0 to 5 yrs.	37	4.1595	.5809
6 to 15 yrs.	95	4.3295	.4818
16 plus yrs.	95	4.2684	.4871
Total	227	4.2762	.5024

Source of variation	df	Sum of squares	Mean squares	F ratio
Between groups	2	.7796	.3898	1.5517
Within groups	224	56.2719	.2512	
Total	226	57.0515		

*Indicates significant difference at the .05 level.
F ratio of 3.00 is required for significance at the .05 level.

Hypotheses 12, 13, and 14

No significant differences existed among the mean category scores of superintendents, principals, or teachers when grouped by educational levels when measuring the importance of success factors deemed necessary for the principal of a large high school in Texas in the six categories: school management, human relations, working with groups, setting and meeting goals, personal characteristics, and other factors; therefore, Hypothesis 12, 13, and 14 were not rejected. These hypotheses were tested by using an independent t-test.

Summary

An expert panel of principals identified certain factors as being important to the success of principals of large high schools (Woolley, 1977), and Prine (1983) verified the reliability of fifty of these factors with her study. This study sought to determine if these previously identified factors have withstood the test of time and the influences of the education reform movement which took place during the second half of the 1980's. Data presented in Chapter 4 were used to draw conclusions regarding changes in the importance of these factors. Chapter 5 includes conclusions and recommendations based upon the data presented in this chapter.

CHAPTER 5

Summary, Conclusions, and Recommendations

Studies by Woolley (1977) and Prine (1983) revealed the stability over time of fifty factors that are related to the success of principals in large high schools. Since Prine's study in 1983, a significant education reform movement has swept the United States and Texas (Blome and James, 1985; Hilton, 1985). The major problem of this study was the impact of education reform mandates on fifty of the factors identified by Woolley (1977) and substantiated by Prine (1983) as being related to the success of principals of large high schools.

Conclusions

The conclusions listed are based upon an analysis of the findings presented in this study.

1. The level of importance assigned to the fifty success factors (Woolley, 1978; and Prine, 1983) by superintendents and principals has remained remarkably stable for well over a decade. Administrators have demonstrated by their responses, therefore, that these factors are reliable, and that there is substantial reason to be confident that these factors will continue to be seen as being important to the success of principals of large high schools. Such stability over time also lends support for the usefulness of these factors in the selection of and professional development of high school principals.

2. The ten factors contained in the category labeled as Other Factors were proven to be as important in the opinions of all three respondent groups as were the remaining fifty factors; therefore, the recommendations of the panel of experts (principals) regarding these factors were validated. Although there was no direct evidence presented in this study to relate the emergence of the importance of these ten factors to the education reform movement, reason demands that there was some causal factor. Close analysis of these ten factors revealed that several are factors which are emphasized in reform mandates: instructional leadership, teacher appraisal, conferencing skills, discipline management. The conclusion may be drawn, therefore, that although the reform movement did not have an impact on the fifty pre-reform factors, the movement did cause additional factors to surface as being just as important to the success of principals as the factors previously identified.

3. There existed a great consensus among all groups regarding the importance of these sixty factors to the success of principals. Although statistical differences were found among the opinions of the three groups, the actual differences, for practical purposes, were not great, since all three groups of respondents rated the factors as being of high or extremely high importance. Such a consensus among these three groups is quite noteworthy, and should

strengthen the case for using these factors in the selection and training of principals.

4. The tendency of teachers not to see the sixty success factors and the six categories as somewhat less important as do either superintendents or principals may be attributed to the heightened sensitivity of principals and superintendents to the importance of these factors as a result of their administrative training.Or teachers could hold that a somewhat different set of factors are more important than those contained in this study.

5. The consistency over time of principals rating these factors higher in importance than superintendents may reflect the fact that principals were rating their own characteristics higher than a referent group would rate them.

6. Although all categories are rated as being of high or extremely high importance by superintendents, principals, and teachers, the conclusion must be drawn that the categories of personal characteristics, human relations, and school management should be given priority attention when analyzing factors related to the success of principals in large high schools. These categories have been shown over time to be the three that are considered most important by superintendents and principals; teachers confirmed the opinions of the other two groups in this study.

7. The factors that are necessary to be a successful principal are recognized equally clearly by administrators in varying years of service and educational level. Further, this study shows these views to have been stable for over a decade.

8. In contrast to superintendents and principals, the opinions of teachers regarding the importance of the success factors were influenced by the years in their present position and by their total years of experience as a teacher. The data tends to support that the longer a teacher is in a position and the more years of total experience the teacher has, the higher the level of importance that is assigned to the success factors. Therefore, the gap between the ratings of teachers and superintendents, and between teachers and principals tends to decrease as the years of experience of the teacher increases in the present position and in total years.

Recommendations

Based upon the findings and the conclusions presented, the following recommendations are suggested for consideration.

1. These success factors could be useful in the development of an evaluation instrument for principals in large high schools.

2. The administrative certification programs of colleges and universities should ensure that emphasis is given in their principal preparation programs to the categories of school management, human relations, working with groups, setting and meeting goals, and to the factors of discipline management, teacher

appraisal, conferencing skills, and time management. Organizations developing administrative leadership training modules to improve the effectiveness of principals should also infuse these categories and factors into their programs.

3. Principals should use these success factors as a basis for developing a dialogue with their faculties regarding the expectations teachers and principals have for the role of the principal. From this dialogue, principals and teachers may move closer to the same expectation of the principal's role.

4. Reform mandates have increased the responsibilities of principals for several areas of school operation. Nothing that was previously required of principals, however, was removed from their responsibilities. Accordingly, state agencies should ensure that when new responsibilities are mandated for principals that the support system needed to allow the principal to continue to be successful is also supplied.

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APPENDIX I

Summary of Responses and Mean Scores for Each Success Factor as Ranked by Teachers

Success factor	Teachers (N = 227) 1	2	3	4	5	Mean
School management						
1. Sharing in decision making	2	5	23	87	110	4.313
2. Demonstrating good leadership qualities	0	0	3	32	192	4.833
3. Demonstrating good decision making	0	0	3	41	183	4.793
4. Being available to faculty and students	0	0	14	86	127	4.498
5. Being able to recognize problems before they get out of hand	0	0	2	72	153	4.665
6. Delegating authority and responsibility	0	3	21	101	102	4.330
7. Placing proper people in key assignments	1	1	13	83	129	4.489
8. Having a thorough knowledge of school operations	0	0	12	75	140	4.564
9. Motivating others for maximum achievement	0	4	18	102	103	4.339
10. Managing school funds	3	6	58	89	71	3.965

Summary of Teachers' Responses (continued)

Success Factor	Teachers (N = 227) 1	2	3	4	5	Mean
Human relations						
1. Being willing to listen	0	1	9	77	140	4.568
2. Keeping students and faculty informed	0	1	16	87	123	4.463
3. Showing interest in faculty and students	0	3	13	89	122	4.454
4. Having real concern for other people	0	2	18	84	123	4.445
5. Having consistency in working and dealing with people	0	0	6	70	151	4.639
6. Knowing how to say "I was wrong" if applicable	0	2	34	90	101	4.278
7. Believing in the worth and dignity of each individual	1	0	14	75	137	4.529
8. Expressing trust and confidence in others	0	1	18	101	107	4.383
9. Having patience with others	0	3	34	112	78	4.167
10. Being visible to students and faculty	1	6	26	99	95	4.238
Working with groups						
1. Being a good listener in group activity	0	2	37	109	79	4.167

Summary of Teachers' Responses (continued)

Success Factor	Teachers (N = 227) 1	2	3	4	5	Mean
2. Being able to arbitrate effectively	0	0	15	105	107	4.405
3. Being prepared when working with groups	0	1	12	102	112	4.432
4. Being able to utilize talented leadership	0	1	7	104	115	4.467
5. Being able to provide groups with working guidelines	0	4	34	123	66	4.106
6. Defining clear group goals and objectives	0	2	30	103	92	4.256
7. Avoiding domination of group meetings	1	9	77	97	43	3.758
8. Helping groups feel they are important	1	5	52	116	53	3.947
9. Encouraging individual group members to set and reach individual goals and tasks	0	9	65	99	54	3.872
10. Seeking group agreement but not conformity	2	9	65	117	34	3.758
Setting and meeting goals						
1. Defining problem areas that need improving	0	0	27	116	84	4.251
2. Involving total staff in goal setting	0	7	53	107	60	3.969

Summary of Teachers' Responses (continued)

	Success Factor	Teachers (N = 227) 1	2	3	4	5	Mean
3.	Having clearly defined goals	0	1	13	96	117	4.449
4.	Having a check system on goal progress	1	6	44	114	62	4.013
5.	tting realistic goals	0	0	23	93	111	4.388
6.	Developing long and short range goals	1	6	32	114	74	4.119
7.	Defining attainable goals	1	4	32	111	79	4.159
8.	Having written goals	1	7	59	90	67	3.921
9.	Securing individual commitment to goal achievement	3	10	63	104	47	3.802
10.	Having prioritized goals	3	7	41	108	68	4.018
	Personal characteristics						
1.	Being honest	0	0	4	34	189	4.815
2.	Being responsible	0	0	3	31	193	4.837
3.	Having a positive self-image	1	1	18	66	141	4.520
4.	Having good moral conduct	3	1	11	46	166	4.634
5.	Being willing to accept criticism	1	3	24	92	107	4.326
6.	Having good health	4	8	56	107	52	3.859

Summary of Teachers' Responses (continued)

Success Factor	Teachers (N = 227) 1	2	3	4	5	Mean
7. Having self-confidence	0	3	12	106	106	4.388
8. Being a good listener	0	1	17	89	120	4.445
9. Being firm but fair	0	1	9	68	149	4.608
10. Setting a good example	0	2	14	64	147	4.568
Other factors						
1. Being the instructional leader	2	10	41	84	90	4.101
2. Having knowledge of effective teaching practices and effective schools research	1	3	26	104	93	4.256
3. Being able to effectively implement TTAS	7	6	35	96	83	4.066
4. Demonstrating effective conferencing skills	1	4	28	121	73	4.150
5. Having a through knowledge of federal, state and local regulations, laws and guidelines	0	2	28	93	104	4.317
6. Having knowledge and skills in discipline management	2	1	11	88	125	4.467

Summary of Teachers' Responses (continued)

Success Factor	Teachers (N = 227) 1	2	3	4	5	Mean
7. Having high expectations for faculty and students	0	0	13	89	125	4.493
8. Believing that all students can learn	1	11	26	83	106	4.242
9. Demonstrating effective public relations skills	1	4	19	98	105	4.330
10. Demonstrating effective time management skills	0	1	17	113	96	4.339